



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1325 E Malibu Dr, Tempe, AZ 85282

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Katie Wielosinski  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.tempeschools.org/schools/hudson/index.htm](http://www.tempeschools.org/schools/hudson/index.htm)  
Phone Number : (480) 897-6608  
Fax Number : (480) 820-7335  
E-mail : [kwielosi@tempeschools.org](mailto:kwielosi@tempeschools.org)

### Mission

Students reach their potential as communicators, problem solvers/technology users; grow intellectually, emotionally, socially, physically as responsible citizens; become lifelong readers/writers & have consistent instruction built on prior knowledge.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will increase reading comprehension and vocabulary fluency, phonemic awareness and phonics, and language application skills and apply these in their daily work.
- ü All students will improve their abilities to clearly express their ideas through writing and apply their knowledge of writing mechanics and spelling in all genres and daily work.
- ü All students will increase math calculation and problem solving skills.

### Enrollment

October 1, 2005 School Year Student Enrollment : 509  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 112

## Instructional Programs

- ü Child-centered Instruction
- ü Integrated Curriculum
- ü Consistent K-5 Reading Strategies
- ü Full-day Kindergarten

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Provide a safe, orderly, stimulating environment; communicate: school policies, procedures and student academic & social progress; identifies ways parents can help students academically; and provide instruction based on research, student interest & capability.

### Parents

Read to or with the child daily; talk with the child daily about learning experiences at school; monitor student homework and progress; contact the school when questions arise; attend parent/teacher conferences/meetings; and support the school in developing citizenship and self-respect.

## Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Board Certified Sp.Ed. Teacher	2002
ü Nationally Certified School Nurse	2002
ü 5 Students placed 1st, 2nd or 3rd in City Essay Contest	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1503	80010	100	100	99	455	439	447	9	12	10	18	22	18	44	52	53	29	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38935	100	100	99	462	438	447	8	12	9	15	22	19	43	53	55	35	13	17
Male	39	768	40974	100	100	98	448	440	448	10	12	11	21	22	18	46	51	52	23	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	35	723	34545	100	100	99	449	430	432	14	14	14	11	26	24	54	52	53	20	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	28	414	35142	100	100	99	469	465	465	NA	5	5	25	12	11	29	53	56	46	31	28
Students with Disabilities	18	256	10161	100	100	93	410	419	419	33	29	28	22	29	28	39	32	36	6	10	8
Students without Disabilities	61	1247	69849	100	100	100	467	443	451	2	8	7	16	21	17	46	56	56	36	14	19
Limited English Proficient Students	16	262	14013	100	100	97	406	409	413	38	24	24	25	38	34	31	35	39	6	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	57	1056	39029	100	100	98	444	428	432	12	15	14	21	27	25	47	52	52	19	7	9
Non-Economically Disadvantaged	22	447	40981	100	100	100	484	466	462	NA	5	6	9	11	13	36	54	54	55	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	1494	79438	99	100	98	453	443	451	14	11	9	18	29	24	58	52	56	10	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	731	38775	100	99	99	461	449	457	13	8	7	18	27	22	53	56	58	18	9	13
Male	38	763	40560	97	100	97	443	439	446	16	14	12	18	30	25	63	49	54	3	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	34	717	34297	97	99	98	447	434	434	15	14	14	12	33	31	68	50	50	6	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	28	413	34887	100	100	98	467	468	471	7	5	4	21	19	15	54	58	63	18	18	18
Students with Disabilities	18	250	9588	100	98	88	374	413	416	56	31	30	17	31	32	28	34	34	NA	4	5
Students without Disabilities	60	1244	69850	98	100	100	472	449	456	2	7	7	18	28	23	67	56	59	13	8	12
Limited English Proficient Students	15	257	13856	94	98	96	391	404	407	47	28	27	20	46	43	33	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	56	1048	38685	98	99	97	438	432	435	18	14	14	21	33	32	55	50	50	5	3	5
Non-Economically Disadvantaged	22	446	40753	100	100	99	488	470	467	5	5	5	9	17	16	64	59	62	23	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1502	79971	100	100	99	439	424	423	10	9	8	28	38	41	48	48	49	14	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	735	38974	100	100	99	457	439	437	10	6	5	18	32	33	55	55	57	18	7	4
Male	39	767	40895	100	100	98	421	408	410	10	12	10	38	44	47	41	42	41	10	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	35	720	34481	100	99	99	430	418	410	14	10	10	20	40	46	54	47	43	11	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	28	416	35150	100	100	99	463	440	437	4	5	5	29	34	35	50	53	56	18	8	5
Students with Disabilities	18	258	10258	100	100	94	346	372	377	39	23	23	39	52	51	6	23	25	17	3	1
Students without Disabilities	61	1244	69713	100	100	100	462	434	429	2	6	5	25	36	39	61	53	52	13	5	3
Limited English Proficient Students	16	261	13985	100	100	97	362	375	382	44	24	18	25	50	54	25	26	27	6	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	57	1054	38994	100	99	98	420	414	409	14	10	10	33	42	47	42	45	41	11	2	1
Non-Economically Disadvantaged	22	448	40977	100	100	100	489	445	437	NA	6	5	14	29	34	64	55	56	23	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1609	80147	100	100	99	482	476	482	8	12	11	16	21	17	51	45	49	26	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	824	39281	100	100	99	475	476	483	7	12	9	25	21	17	45	44	50	23	22	24
Male	49	785	40780	100	100	98	487	475	482	8	12	12	8	21	17	55	46	48	29	21	24
African American	14	170	4249	100	99	99	471	464	464	7	16	17	14	21	22	71	52	48	7	12	13
Hispanic	38	779	33494	100	100	99	469	468	466	11	13	15	26	25	23	42	46	49	21	16	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	495	515	NC	9	4	NC	13	8	NC	42	44	NC	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	31	464	36122	100	100	99	498	498	501	6	8	5	3	13	10	52	41	50	39	37	35
Students with Disabilities	16	243	10295	100	99	92	430	434	443	25	40	33	31	29	26	44	23	33	NA	9	8
Students without Disabilities	77	1366	69852	100	100	100	491	483	488	4	8	7	13	19	16	52	49	51	31	24	26
Limited English Proficient Students	19	319	12722	100	100	97	439	438	441	26	27	27	32	36	33	37	32	37	5	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	66	1141	38371	100	100	97	474	464	465	11	16	15	15	25	23	53	45	49	21	15	13
Non-Economically Disadvantaged	27	468	41776	100	100	100	502	503	498	NA	5	6	19	12	11	44	45	49	37	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1601	79686	100	99	98	475	463	470	10	14	11	17	27	24	63	52	57	10	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	819	39163	100	99	99	475	470	475	9	11	9	16	23	22	70	56	60	5	9	10
Male	49	782	40438	100	99	97	476	457	465	10	16	13	18	30	25	57	48	54	14	6	7
African American	14	168	4228	100	98	98	472	461	458	7	13	15	14	27	28	79	57	53	NA	3	4
Hispanic	38	773	33299	100	99	98	460	454	452	16	16	17	21	32	32	58	47	47	5	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	472	490	NC	13	5	NC	22	13	NC	51	68	NC	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	31	463	35914	100	100	98	491	484	489	6	8	5	10	15	15	68	62	67	16	14	14
Students with Disabilities	16	239	9808	100	98	87	408	420	432	50	47	35	19	28	32	31	23	30	NA	2	3
Students without Disabilities	77	1362	69878	100	99	100	488	471	475	1	8	8	17	26	23	70	57	61	12	8	9
Limited English Proficient Students	19	314	12594	100	98	96	434	419	422	26	36	34	53	46	45	21	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	66	1134	38095	100	99	97	466	452	452	12	18	17	23	31	32	53	46	48	12	5	3
Non-Economically Disadvantaged	27	467	41591	100	100	99	498	490	486	4	4	6	4	16	16	89	67	65	4	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1606	80372	100	100	99	477	475	475	3	4	4	32	32	30	62	62	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	823	39452	100	100	99	489	489	488	2	3	3	20	22	22	77	72	72	NA	3	3
Male	49	783	40836	100	99	98	467	459	464	4	6	6	43	42	37	49	51	56	4	1	1
African American	14	168	4264	100	98	99	470	473	465	7	3	5	29	37	35	64	59	59	NA	1	1
Hispanic	38	779	33608	100	100	99	476	468	462	3	6	6	34	35	36	58	58	57	5	1	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	493	500	NC	2	2	NC	20	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	31	462	36213	100	99	99	480	487	489	3	4	2	32	23	22	65	69	72	NA	4	3
Students with Disabilities	16	242	10526	100	99	94	401	421	427	19	18	15	63	56	53	19	26	31	NA	NA	1
Students without Disabilities	77	1364	69846	100	100	100	491	484	482	NA	2	3	26	27	26	71	69	69	3	2	2
Limited English Proficient Students	19	318	12747	100	99	97	451	439	432	5	11	12	47	51	52	47	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	66	1138	38521	100	99	98	468	466	461	5	5	6	36	37	38	58	56	55	2	1	1
Non-Economically Disadvantaged	27	468	41851	100	100	100	500	496	489	NA	2	3	22	18	22	74	77	72	4	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1433	79306	100	100	99	506	500	504	14	14	13	20	21	20	42	48	49	23	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	691	38845	100	100	99	493	499	505	16	14	11	25	21	20	44	50	50	16	15	18
Male	32	742	40383	100	100	98	520	502	504	13	14	14	16	21	19	41	46	47	31	18	19
African American	10	155	4171	100	100	98	NA	481	485	NA	23	20	NA	25	26	NA	45	44	NA	7	10
Hispanic	28	661	32673	100	100	99	503	490	487	18	15	18	21	25	25	36	50	46	25	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	22	449	36234	100	100	99	515	522	523	9	8	6	18	12	13	45	49	52	27	31	28
Students with Disabilities	12	258	10286	100	100	91	460	461	462	42	42	41	42	29	27	8	24	27	8	6	5
Students without Disabilities	52	1175	69020	100	100	100	517	509	510	8	8	9	15	20	18	50	53	52	27	19	21
Limited English Proficient Students	10	264	10291	100	100	96	NA	465	458	NA	30	38	NA	37	34	NA	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	45	985	37437	100	100	97	495	488	486	18	17	19	22	26	26	44	48	46	16	9	9
Non-Economically Disadvantaged	19	448	41869	100	100	100	535	528	521	5	6	7	16	11	14	37	47	51	42	35	27

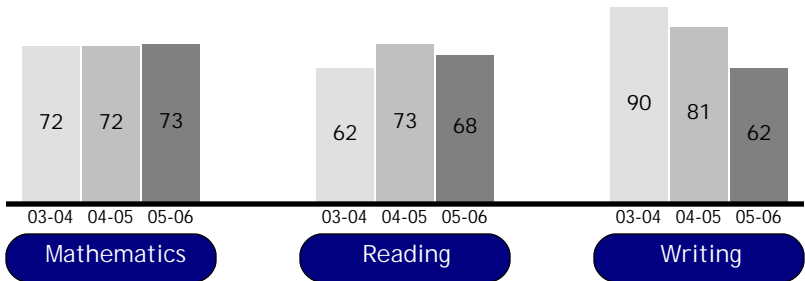
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1423	79000	100	99	98	489	484	489	11	10	10	20	26	24	63	58	58	6	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	687	38774	100	99	99	475	488	494	16	8	7	25	23	22	56	61	61	3	8	10
Male	32	736	40150	100	100	98	502	481	485	6	12	12	16	28	25	69	55	55	9	5	8
African American	10	154	4153	100	100	98	NA	472	476	NA	15	13	NA	31	30	NA	52	53	NA	3	4
Hispanic	28	653	32508	100	99	98	481	473	472	18	12	15	14	30	33	64	56	49	4	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	22	448	36135	100	100	98	500	507	508	NA	4	4	27	15	14	68	66	67	5	15	15
Students with Disabilities	12	248	9991	100	97	88	457	448	449	17	33	33	50	40	36	33	25	29	NA	3	2
Students without Disabilities	52	1175	69009	100	100	100	496	492	495	10	5	6	13	23	22	69	65	62	8	7	10
Limited English Proficient Students	10	259	10199	100	98	95	NA	445	439	NA	27	35	NA	47	47	NA	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	45	977	37234	100	99	97	481	474	472	16	13	15	20	30	33	60	55	50	4	2	3
Non-Economically Disadvantaged	19	446	41766	100	100	99	508	508	505	NA	4	5	21	16	16	68	63	65	11	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1430	79611	100	100	99	514	492	496	6	8	7	22	39	37	70	52	56	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	689	39016	100	100	99	510	507	511	6	4	4	16	32	29	78	62	66	NA	1	1
Male	32	741	40519	100	100	98	518	477	482	6	11	10	28	46	44	63	43	46	3	1	0
African American	10	155	4188	100	100	98	NA	483	486	NA	9	9	NA	45	40	NA	46	50	NA	1	0
Hispanic	28	660	32855	100	100	99	511	484	481	7	9	10	18	41	43	71	49	47	4	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	22	448	36380	100	100	99	510	507	511	5	5	4	32	35	30	64	58	65	NA	2	1
Students with Disabilities	12	257	10664	100	100	94	495	438	440	8	23	23	33	58	54	58	19	22	NA	0	1
Students without Disabilities	52	1173	68947	100	100	100	518	503	504	6	4	4	19	35	34	73	60	61	2	1	1
Limited English Proficient Students	10	265	10362	100	100	97	NA	443	438	NA	20	22	NA	56	57	NA	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	45	983	37626	100	100	98	509	482	479	7	9	10	24	43	45	69	48	45	NA	0	0
Non-Economically Disadvantaged	19	447	41985	100	100	100	525	512	511	5	4	4	16	31	30	74	62	65	5	2	1

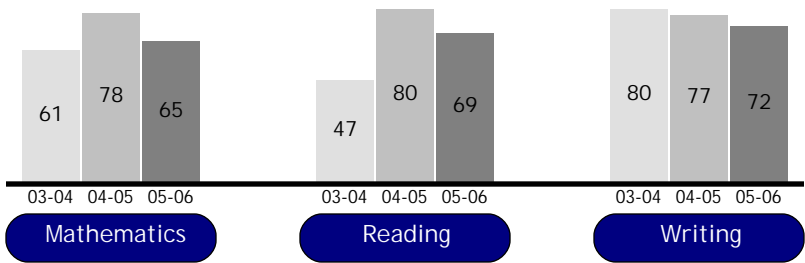
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	66	NA	58	97	49	41	47	100	54	41	46
	Language	95	49	44	50	97	47	39	47	100	56	39	48
	Mathematics	95	69	57	64	97	54	44	50	100	58	41	52
3	Reading	96	65	NA	55	97	46	41	44	96	46	41	46
	Language	97	58	54	61	97	43	40	44	96	50	39	46
	Mathematics	97	71	54	61	97	48	46	51	96	59	46	52
4	Reading	89	60	NA	56	99	43	43	48	98	48	44	52
	Language	93	52	45	52	99	45	45	49	98	50	46	52
	Mathematics	91	56	51	61	99	54	48	53	98	59	52	58
5	Reading	93	57	NA	55	100	52	46	50	100	54	52	56
	Language	97	52	43	49	100	51	45	50	100	54	48	54
	Mathematics	97	67	59	63	100	51	45	49	100	52	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Hudson Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Establish School Priorities
- Ü Monitor Student Progress
- Ü Parent/Educator Relations
- Ü Curriculum Support
- Ü School Safety Issues
- Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.25
Other Professional Staff	4.00	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	4	0	0
4 to 6 years	4	0	0	0
7 to 9 years	4	2	0	0
10 or more years	1	14	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Satellite TV in All Classrooms
- Ü Internet in All Classrooms

### Extracurricular Activities

- Ü Choir
- Ü Band/Orchestra
- Ü Student Council
- Ü After School Tier III Interventions

### Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü After School Program
- Ü Social Services Referrals

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü A Parent Satisfaction survey is conducted yearly. Of 57% returned, we received a 99% rating of very satisfied or satisfied with learning experiences, 99% with their children's teachers and 98% with information they receive about school events.
- ü Hudson School is a Reading First school with a focus on literacy and communication. Our goal is to have all students reaching grade level benchmarks.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	90	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Provide a safe, orderly and respectful environment which is warm, nurturing and productive with clearly defined, consistently enforced schoolwide student management based on mutual respect, cooperation and responsibility. The school counselor and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program 'Second Step.' Other programs to support safe schools include 'Project Alert' and 'Olweus Bullying Prevention Program.'

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Katie Wielosinski	(480) 897-2353
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Joy Ludwig	(480) 897-6608
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	Parent Teacher Association	(480) 897-6608
Student Health/Nurse	Anne Heffernan	(480) 897-6608

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.